

Correlation of Paedagogical Competence and Professional Competence with Teacher Teaching Performance at SMP Putra Pertiwi, Tangerang Selatan. Banten, Indonesia

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Abstract

The purpose of this study is to reveal how high the relationship between Paedagogical Competence and Professional Competence and Teaching Performance is owned and carried out by the teacher. The research was conducted at Putra Pertiwi Middle School, a private school located in South Tangerang City, Banten Province, Indonesia. This study uses a descriptive quantitative approach with survey techniques. The data is analysed using the Pearson Product Moment multiple correlation model. As respondents were all 51 teachers, teaching of various subjects in grades 7, 8 and 9. The results of the descriptive analysis showed that Paedagogical Competence was in the high category Professional Competence was in the medium category and Teaching Performance in the high category. The results of the partial correlation analysis prove that there is a significant and strong correlation between Paedagogical Competence and Professional Competence. Pedagogical Competence and Professional Competence are feasible to be estimated as determinants of teaching performance. The weakness of this study is conducted in only one private school and only focuses on two of the four core competencies determined by law, so that it does not represent the various characteristics of schools in all regions of Indonesia. However, it is recommended that both competencies be included as core teacher competencies in the new National Education System Law that is currently being prepared.

Keywords: National Education System Act, Teacher Competence, Teaching

INTRODUCTION

Research Background

One of the substances of Law No: 14 of 2005 concerning Teachers and Lecturers is about the four core competencies that must be possessed by a professional teacher. In Chapter IV, Part One, Article 10, Paragraph (1) it is emphasized that the teacher's core competencies include pedagogical competence, personal competence, social competence, and professional competence obtained through professional education.

Still in this Law, it is stated that the four core competencies are the main substances in the competency test to become a professional teacher. Those who pass the competency test will receive a professional certificate with the title of Professional Teacher as a condition for obtaining a teacher's professional allowance of 100% of their basic salary.

With the enactment of the provisions concerning non-professional teachers, the four core competencies, either partially or jointly, become one of the main issues in the Indonesian teacher development system. These core competency issues are related to teacher performance in the delivery of education, is the main issue of discussion in this article.

Research Objectives

Two decades have passed since the formulation of core competencies as a requirement for Indonesian professional teachers as mandated in Law No: 4 of 2005 concerning Teachers and Lecturers and their derivative regulations. The basic question that needs to be asked in the context of its implementation and usefulness is, are these core competencies really relevant to the quality of learning carried out by teachers? To answer questions in this conceptual context, three questions are asked in a practical context as follow:

1. How high is the pedagogical competence, professional competence and performance of teachers in learning achieved by Putra Pertiwi Middle School teachers?
2. How close is the relationship between pedagogical competence and professional competence with the learning performance of SMP Putra Pertiwi teachers both separately and simultaneously?
3. Is it appropriate for these two competencies to remain part of the substance of the new national education system law for which the text is being prepared?

Benefits of Research

The benefit that is also a novelty that can be drawn from this research is the formulation of recommendations to the government, in this case the Ministry of Education of the Republic of Indonesia, that both teacher competencies, pedagogical and professional, are still appropriate to be included in the dictum of the new National Education System Law which is currently being drafted.

LITERATURE REVIEW

Indonesian Teachers' Core Competencies

Law of the Republic of Indonesia Number 20 of 2003 concerning the Indonesian National Education System in Chapter XI Article 39 Paragraph (1) states that "Educators are professionals whose job is to plan and implement the learning process, assess learning outcomes, conduct mentoring and training, and conduct research. and community service, especially for educators in tertiary institutions." Therefore, in paragraph (2) it is emphasized that every Indonesian teacher is obliged to. a. creating an educational atmosphere that is meaningful, fun, creative, dynamic, and dialogic; b. have a professional commitment to improve the quality of education.

Pedagogical Competency

Pedagogic competence namely competence in planning, preparing, implementing and carrying out evaluations in the learning and teaching process, as well as understanding, guiding and

students to develop their potential to the fullest There are three dimensions of pedagogical competence namely; Planning Lessons, Developing Teaching Materials, Developing Evaluation Instrumenty. The following is a brief description.

1) Planning Learning:

Planning for implementing learning, which is abbreviated with the acronym RPP, is a plan that describes the procedures and organization of learning to achieve a basic competency set out in the Content Standards and is described in the syllabus (Kunandar, 2011). The preparation of the RPP is intended so that learning activities are directed towards achieving learning objectives in particular and national education goals in general. Therefore the preparation of lesson plans must refer to the Regulation of the Minister of Education and Culture (Permendikbud) No: 22 of 2016. In principle, the contents of this ministerial regulation remind that the lesson plan prepared by the teacher is in accordance with the syllabus, student conditions, school conditions and school external conditions.

Therefore, when the teacher prepares the lesson plan, he must consider the differences and advantages of each such as intelligence, culture, character and culture of the environment around the school as well as the development of science and technology and communication. Thus the learning that is organized will accommodate the conditions of each student and prepare students to live in real-world situations and conditions that exist both locally, regionally, nationally and even internationally as well as the development of existing science and technology.

2) Develop Teaching Materials:

Pamungkas (2021), teaching materials are all material, both oral and written, that teachers and other educators use to carry out learning. The material itself by Widodo and Jasmadi (2013) as quoted by Pamungkas consists of methods, subject matter, media and evaluation tools designed to be used in achieving learning objectives. That is, these teaching materials are made to be used together by teachers and students in teaching and learning activities (Pannen, 1995). One thing to remember is that teaching materials are not the same as reference books. Teaching materials are very unique and specific because they are used by certain students when participating in certain educational programs for certain learning purposes. Therefore, each teacher must develop his own teaching materials to be used in learning in his class.

In order to provide benefits for teachers and students, the teaching materials prepared must meet the following criteria.

- a) The contents are in accordance with the learning objectives to be achieved as defined in the curriculum.
- b) According to the needs of students
- c) In accordance with the level of competence of students
- d) Equipped with illustrations and examples to make it easier to understand the substance
- e) Arranged by using sentence terms that are easy to understand.

3) Develop Evaluation Instrument:

To carry out the evaluation, an evaluation instrument or device is needed. For the evaluation of the cognitive domain, the evaluation tool can be in the form of a question sheet that contains questions in both objective and descriptive forms. For the evaluation of the psychomotor

domain or practical exams, the evaluation tool can be in the form of a check-list regarding work procedures, results and work safety. For the evaluation of the attitude domain, tools can be used in the form of behavioral observations, lists of interview questions, attendance lists and anecdotal records, namely records of important events involving students.

There are three requirements for a good evaluation instrument, namely; valid, reliable, and practical. An instrument is declared valid if it is able to measure what is to be measured. For example, the instrument used to measure the weight of an object is a metal scale, not a tape measure. An instrument is declared reliable or steady if anytime, anywhere, and by anyone it gives measuring results for the same object that are always the same or constant. A practical instrument is one that is easy to use.

Referring to Surapranata (2005: 45-79) and Nababan (2019), to develop an evaluation instrument that meets good and correct criteria, four steps are carried out as described as follows

Step 1: Determine the purpose of the evaluation

This is intended so that there is a suitability of the type and content of the test with the purpose of evaluation. This step is necessary to ensure the validity of the questions considering that different evaluations require different types and contents of tests. For example, the type and content of a test aimed at determining students' learning difficulties or a diagnostic test is different from the type and content of a test used to select those who wish to take part in a particular study program or a placement test.

Step 2: Compilation of the Question grid

The question grid is a format in the form of a matrix which contains information to be used as a reference in writing questions (Surapranata: 50). With the existence of a grid, the type, content, amount, difficulty level and distribution of substances are in accordance with the evaluation objectives so that content validity is achieved.

Step 3: Writing questions,

In writing the learning outcomes test questions, the process of translating basic competencies into indicators takes place. Indikator is a criterion that describes the achievement of basic competencies as required in the curriculum used.

Step 4: Review and revise the questions.

The question review is carried out to test the quality of the questions that have been written. The review was carried out quantitatively to ensure that each item written met the rules of good and correct questions in terms of material, construction, level of difficulty, and language. The result of this study is the identification of the question categories. First, items that meet the criteria of good and correct questions. Second, items that do not meet the criteria for good and correct questions. As a follow-up, items that meet the criteria can be used immediately, while those that do not meet the criteria are discarded or repairs are made to aspects that do not meet the criteria including, material, construction, level of difficulty, and language.

Professional Competence

Professional Competence: namely competency in mastering subject matter broadly, deeply and relevantly in accordance with the curriculum implemented in schools and having insight into scientific principles and structures both directly and indirectly related. This competence includes dimensions; improve competency, develop curricula, and conduct practical research; The essence of the three dimensions is as described below.

1. Improving Competence: As an effort to foster teachers, the government through the Directorate General of Teachers and Education Personnel, competency improvement is included in the Continuous Professional Development (CPD) program. CPD is also applied by the profession of doctors, engineers, and accountants and so on. There are two main reasons for implementing CPD for members of the profession, including teachers. First, no human being is perfect, therefore they must try to continuously improve their abilities. At the same time, science and technology continue to develop so that every profession must try to adapt to these developments. By doing CPD, the professionalism of members of the profession does not become obsolete and the results can carry out their duties and functions in accordance with the latest demands from their work environment.
2. Developing Curriculum: According to the late Prof. Sorimuda Nasution, an internationally reputed curriculum expert, curriculum is not merely a document containing a list of subject titles. More than that, the curriculum is everything that is designed to facilitate students in the educational process (Nasution, 1970). From this understanding of the curriculum, teachers must develop a national curriculum for real conditions in schools and the environment in which schools are located. This is understandable because every school and even every class has a varied internal and external environment. On this basis, each teacher must develop a national curriculum by incorporating specific elements of his class. The curriculum development carried out is not limited to lesson plans but includes all aspects of education both curricular, extra-curricular and co-curricular.
3. Conducting Applied Research: The professional competence of teachers according to the Ministry of National Education as quoted by Afandi (2014), includes professional development, including through scientific activities. One of the scientific activities that is an element of teacher performance appraisal is the activity of teachers conducting applied research including classroom action research. Classroom action research is essentially a teacher's reflection on the implementation of learning held in their own class. Classroom action research can be seen as a teacher's effort to research and solve the learning problems they face (Wahidmurti and Ali, 2008). Therefore, according to Aqib (2008) by conducting classroom action research, teachers are encouraged to be more sensitive to the learning conditions they are organizing and then improve them in order to achieve goals more productively.

Teaching Performance

The teacher's work can be categorized as a profession because it contains unique knowledge or theory, skills, attitudes or ideals. In organizing learning for students, teachers have authority in providing educational advocacy to their students because teachers have attended teacher professional education. However, as members of the professional community, they have a moral responsibility for their decisions and actions regarding what to teach, when to teach it, and how to teach a subject matter. The teacher's progress is inseparable from efforts to achieve educational goals.

The level of success of a person carrying out the tasks assigned to them and contributing to the achievement of organizational or company goals where a person works is interpreted as performance (Bangun, , ...). Referring to their work and the nature of performance, the success of carrying out their professional duties including in managing learning can be referred to as teacher performance. In line with this understanding, the success of teachers in carrying out the learning and teaching process in their respective classes is one of the components of the Teacher Performance Assessment (Penilaian Kinerja Guru or PKG) as stipulated in the Regulation of the Minister of State for Controlling State Apparatus and Bureaucratic Reform (Permeneg PAN-RB) Number 16 of 2009. Bearing in mind the teacher's central role in supporting the success of efforts to realize the goals of the national education system, PKG is carried out in the context of career development, rank and position.

In the context of teaching as a professional task, it can be defined that teacher performance is the result of carrying out their teaching duties that are relevant to the educational goals and strategies as set out in the curriculum. Abdullah (2016:3) underlines that valuable performance must be in accordance with work instructions which in terms of teaching are national education standards. Referring to national education standards, the teaching and learning process consists of three stages of activities namely; present teaching materials, guide students, and evaluate students. A brief description of the three stages of the teaching-learning activity is as follows.

Presenting Teaching Materials:

In accordance with process standards, the presentation of teaching materials is carried out in three stages of activity, namely: Opening Activities, Core Activities, and Closing Activities.

1. **Opening Activities:** In the opening activity, the teacher conducts apperception, namely conditioning students both physically and psychologically to be ready to carry out learning activities. For example, apperception can be done by introducing both teacher and student to the first meeting. This is followed by conveying the topic of teaching material that will be discussed in the day's learning activities, conveying learning objectives and various things that the teacher thinks are important to convey such as various agreements that must be obeyed by the teacher and students such as time, how to ask questions and the like. Another activity that can be carried out is, the teacher conveys the story or data that is the background of the topic to be discussed
2. **Core Activities:** In this stage the teacher and students discuss teaching materials to achieve learning objectives. This stage can be divided into a number of sub-stages according to specific learning objectives which are the core competencies to be achieved. The pattern of core activities suggested in several documents published by the Ministry of Education and Culture is abbreviated as PAIKEM, namely Active, Innovative, Creative, Effective and Enjoyable Learning. To carry out activities with PAIKEM nuances, teachers are required to be creative in applying a combination of various methods and learning models, both Teacher Centered Learning (TCL) and Student Centered Learning (SCL) according to class characteristics and teaching materials.
3. **Closing Activities:** As a closing activity, the teacher can present a summary or conclusion of the teaching material discussed in the session. One technique for summarizing teaching material is through question and answer which is called a chalkboard summary (Trauma Commission – Indonesian Association of Surgeons, ATLS Instructor ToT Material, 2020).

With this technique students will develop a sense of belonging to the material being discussed so that they will be stronger in encouraging the internalization of the substance. With this technique the teacher does not prepare summaries, but together with students through questions and answers they compile summaries. In addition to a summary, the closing stage can also be done by making conclusions which also apply a chalkboard summary.

Guiding Students:

Naturally, every human being has characteristics that set him apart from the others. In fact, even twins are different from twins. Likewise with students, they each have uniqueness that distinguishes them from their tracks in intelligence, culture, behavior, and other things that are humane. The impact, in learning each student requires different treatment from one another in the learning process. Therefore, to support the success of teaching, each teacher is required to provide varied study guidance to each student.

Tutoring is a process of providing guidance from supervisors to students by developing a conducive learning atmosphere and developing skills and study habits in order to achieve optimal learning outcomes according to their talents and abilities (Munandar, 2006). The purpose of tutoring according to Yusuf and Nurihsan (2005) is for students; having a positive learning attitude, having strong learning motivation, being active and skilled in utilizing learning resources, managing learning activities independently, and preparing oneself both physically and psychologically for exams.

Evaluating Students:

In essence, education lasts a long time. Therefore it is necessary to evaluate from time to time in order to determine the development of learning outcomes by students. Therefore it is known as daily evaluation, formative evaluation and summative evaluation. Daily evaluations are carried out by the teacher at each meeting. Formative evaluation is carried out when learning about one part of the syllabus in one semester has been completed. Summative evaluation is an evaluation at the end of the semester or after the entire series of teaching materials for one program has been taught. Because they have to know the progress of their learning outcomes, every teacher must be able and willing to carry out various types and methods of evaluation. In addition to carrying out, the teacher must also process, utilize and follow up on the evaluation results of the learning assignments entrusted to him. In addition, teachers must also be able to administer all planning, design, implementation, results and follow-up educational evaluation documents that they carry out.

METHOD

This study applies a descriptive quantitative approach with survey techniques. The analysis used is the Pearson Product Moment multiple correlation model, focused on two of the four core competencies, namely pedagogical competence and pedagogical competence which are related to the learning performance carried out by the teacher. This limitation is based on the opinion of experts who say that to be a good teacher a teacher must master what is to be taught and how to teach it. Referring to the notion of professional competence, it can be stated that knowledge of what is to be taught is the realm of professional competence. The knowledge of how to teach is the realm of pedagogical competence.

This study uses two independent variables, namely Paedagogical Competence (X1) and Professional Competence (X2) and one dependent variable, namely Learning Performance (Y). The relationship between the three variables is shown in Figure 1.

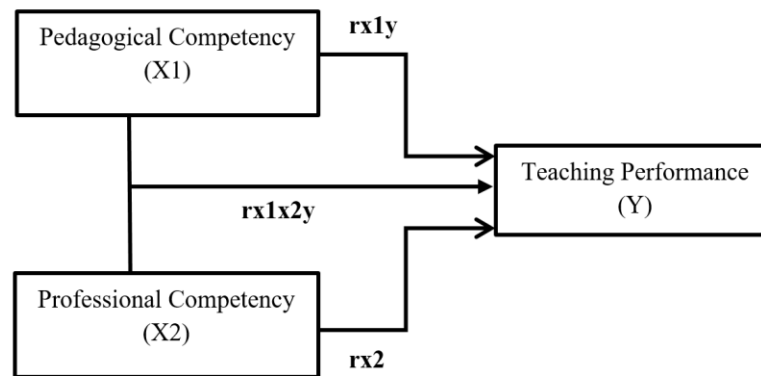


Figure 1: Relationship Between Research Variables

Location and Time of Research

This research was conducted at Putra Pertiwi Middle School located in South Tangerang Regency, West Java Province, Indonesia. The entire series of research activities was carried out for 1 (one) month from 12 October to 15 November 2022. As respondents were all 35 teachers from SMP Putra Pertiwi, in South Tangerang, who teach various subjects and all levels or grade 7, grade 8 and grade 9. The main problems studied; partially and simultaneously, are there any correlations between pedagogical and professional competencies with teacher teaching performance? If so, how significant and strong are the correlations?

Hypothesis

There are 3 (three) hypotheses which are temporary answers to problems that will be proven true through this research, namely as follows.

- 1) H1.1: There is a positive and significant correlation between Paedagogical Competence (X1) and the Learning Performance of SMP Putra Pertiwi Teachers.
- 2) H1.2: There is a positive and significant correlation between Professional Competence (X2) and the Learning Performance of SMP Putra Pertiwi Teachers.
- 3) H1.3: There is a positive and significant correlation between Paedagogical Competence (X1) and Professional Competence (X2) simultaneously with the Learning Performance of SMP Putra Pertiwi Teachers.

FINDINGS AND DISCUSSION

Descriptive Analysis

The findings of the descriptive analysis of the three variables and their dimensions are presented in Table 1 below.

Table 1: Mean and Categories of Each Variable and Their Dimensions.

Variable	Dimension	Mean	Category
Pedagogical Competency (X1)	1) Lesson Planning	4,1714	High
	2) Preparing Teaching Materials	4,2286	High
	3) Making Evaluation Instruments	4,2857	High
	Combination of Dimensions Variable X1	4,2286	High
Professional Competence (X2)	1) Competency Development	3,5429	High
	2) Develop Curriculum	3,5143	High
	3) Conduct Practical Research	2,2571	Low
	Combination of Dimensions Variable X2	3,1048	Medium
Teaching Performance (Y)	1) Presenting Teaching Materials	4,1714	High
	2) Guiding Students	3,6857	High
	3) Evaluating Students	2,7714	Medium
	Combination of Dimensions Variable Y	3,5428	High

By taking into account the data listed in Table 1 it can be stated that:

1. Two variables, namely Paedagogical Competence (X1) and Teaching Performance (Y) are in the high category, while one variable, namely Professional Competence, is in the medium category.
2. The Professional Competency Variable (X2) does not reach the high category but only in the Moderate category because even though the two sub-competencies are at a high level but one sub-competence is at a low level, namely Conducting Classroom Action Research.

Correlation Analysis

Partial Correlation of X1 with Y (rx1y):

The results of the correlation analysis between the X1 paedagogical competence variables and Y learning performance using SPSS are presented in Table 3 below.

Table 3: SPSS Output About Partial Correlation of Variable X1 to Y.

Correlations		Paedagogy	Performance
Paedagogy	Pearson Correlation	1	.629**
	Sig. (2-tailed)		.000
	N	35	35
Performance	Pearson Correlation	.629**	1
	Sig. (2-tailed)	.000	
	N	35	35

** . Correlation is significant at the 0.01 level (2-tailed).

From table 3 above, which contains the SPSS output, it is known that $\text{Sig} = 0.000 < 0.05$, so H1 is accepted, which means that there is a significant correlation between Paedagogy Competence X1 and Teaching Performance Y. From the same table it is known that the correlation is $r_{x1y} = 0.629$ in the strong category.

The results of this analysis are in line with the results of research conducted by Seran and Veronika (2014). In their research it was found that there is a strong correlation between the pedagogic competence of teachers in the teaching and learning process and the success rate of student learning. In line with this, research conducted by Sari, and Noe (2014: 52) SDIT Nurul Falah Kec. Tambun Utara Kab. Bekasi, concluded that pedagogic competence has a very close relationship with a teacher's performance in learning. Akbar (2021) referring to a number of research and scientific papers argues that with pedagogical competence, teachers can interact productively with students and help them solve their learning problems.

Partial Correlation of X2 with Y (r_{x2y}):

Table 4 presents the results of the analysis using SPSS on the partial correlation between the variable professional competence X2 and teaching performance Y.

Table 4: SPSS Output About Partial Correlation of Variable X2 to Y.
Correlations

		Performance	Professional
Performance	Pearson Correlation	1	.315*
	Sig. (2-tailed)		.024
	N	35	35
Professional	Pearson Correlation	.315*	1
	Sig. (2-tailed)	.024	
	N	35	35

*. Correlation is significant at the 0.05 level (2-tailed).

From the SPSS output table above it is known that $\text{Sig} = 0.000 < 0.05$, so H2 is accepted, which means that there is a significant correlation between Professional Competence X2 and Learning Performance Y. The magnitude of the correlation $r_{x2y} = 0.315$ is in the weak category. This study confirms the results of research by Kurniati, A (2014): who concluded that there is a significant and strong relationship between teacher professional competence and student learning outcomes. The results of research that indirectly support the conclusions of this study are those conducted by Nurutami and Adman (2016) who concluded that teacher professional competence is a predictor for increasing students' interest in learning. That is, the higher the teacher's professional competence, the higher the student's learning interest which results in high learning outcomes.

Multiple Correlation of X1 and X2 with Y (rx1x2y):

The results of the analysis using SPSS regarding the multiple correlation between the pedagogical competency variable X1 and the professional competence variable X2 with the learning performance variable Y can be seen in Table 5 below.

Table 5: SPSS Output About Multiple Correlation X1 and X2 With Y**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.658 ^a	.433	.409	2.603	.433	18.299	2	48	.000

a. Predictors: (Constant), Professional, Paedagogy

From table 5 which contains the SPSS output above, it is known that Sig = 0.024 < 0.05, so H3 is accepted, which means that there is a strong and significant correlation between Professional Competence X1 and Paedagogy Competence X2 and Learning Performance Y. The magnitude of the correlation $rx1x2y = 0.658$ in strong category. These results confirm the opinion of experts who state that teacher competence in organizing learning and mastery of the material to be taught is related to the quality of learning. These results are also in line with the conclusions of research by Suparti and. Al Mubarak (2021): that these two competencies are variables related to the quality of teaching carried out by teachers. This high multiple correlation can be used as a basis for understanding the low correlation of professional competence but when combined with pedagogical competence it produces a strong multiple correlation. This is understandable considering that professional competence is not directly related to the learning and teaching process, but is directly related to the development of teachers' abilities in mastering teaching materials. That is why when it is combined with pedagogical competence, professional competence becomes a co-correlation booster.

CONCLUSION

Based on the results of the research and discussion as presented above, the following conclusions can be drawn.

1. Pedagogical competence and professional competence both partially and jointly have a strong and significant relationship with the performance of learning conducted by SMP Putra Pertiwi teachers. In this case, professional competence has a weak relationship, while pedagogical competence has a strong relationship.
2. Even though professional competence partially has a weak relationship, when combined with pedagogical competence it produces a strong resultant relationship with learning performance. This means that both variables are feasible to be estimated as determinants of learning performance.
3. This study has two weaknesses. First, it is limited to only two of the four core competencies so that it cannot reflect the conditions of the four core competencies mandated in the National Education System Law and the Teacher and Lecturer Law as a whole and comprehensively. Second, the research locus is limited to one educational unit, namely Putra Pertiwi Middle School, located in South Tangerang City, Banten Province. Of course, the results of this study were heavily influenced by the specific

conditions of the school and various environmental factors present in the area where the school is located.

RECOMMENDATION

Referring to the conclusions of this study, the following recommendations are proposed:

1. The management of the education system at Putra Pertiwi Junior High School level with support from the South Tangerang district government through its Education Office, organizes education and training to improve teacher professional competence, especially for practical research competencies. The research should be Classroom Action Research because the results will provide two main benefits at once. First, improve the quality of learning in schools. Second, it will increase the teacher's professional credit score in order to accelerate the promotion of teachers to reach higher positions which of course leads to an increase in their welfare.
2. Referring to the close relationship with learning performance which is one of the determining factors for the quality of achievement of educational goals, it is recommended that the two competencies, namely pedagogical and professional, be included in one part of the new Indonesian National Education System Law which is currently being drafted., as a substitute for Law No. 20 of 2003 and Law No. 14 of 2005.
3. For researchers who are interested in conducting studies on the interplay of the core competencies of Indonesian professional teachers with their performance, especially in implementing learning as their main task and function as educators, it is suggested to cover the four core competencies in order to obtain a broader and more comprehensive picture. In addition, considering that Indonesia is the largest archipelagic country which includes many areas with various environmental conditions, the research locus includes several areas that are culturally or other factors considered representative.

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